**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:2** | | | **Date(s)**: |
| **Unit Title: Unit 0ne – Understanding Place Value**  **H,T,O** | | | | **Corresponding Unit Task: *Building up to Task One***  Day 4 | | |
| **Essential Question(s):** How do I compose numbers up to 1,000? How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Base ten blocks in hundreds and tens.  “Brownie order” double sided practice page for IP  Pencils, crayons if they want to color the brownies  Magnetic base ten blocks for the board  Chart paper or markers and white board to draw a number line model. | | **Student:** | | | * **skip count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2. NBT. 2 : Count within a 1,000; skip count by 5, 10, 100** | | | | | |
| **I Can Statement(s):I can skip count using 100’s and 10’s together** | | | | | |
| **Activating Strategy/Hook:** Read the book “Waler the Baker”- discuss with the children why counting, measuring, ingredients, and being accurate are so important for bakers….Tell them today that our baker friend is sending brownies to the Queen. He has to make sure her orders are exactly right. He is sending us pictures of his brownies to count. Some are packaged in 100’s , and some are in 10’s. We’ll have to skip count two ways together today! Chef hats on while we practice our super skip counting to help him with today’s challenge. | | | | | |
| **Teacher Directed:** (Show a picture card of a bakery case with items in groups of 100’s and 10’s)  We could use blocks, (show them “flats” as hundreds and tens as “rods”). Watch me to see how we could use them together.  Model counting with magnetic flats and rods for hundreds and tens.  Today’s important teacher directions is this key strategy: “BB” (BB=Begin Big!) It helps to begin with largest value and work your way down to the smallest value! (as it was just modeled wit the magnets on the board.  Then group the class again and give each one of the groups a picture set of bakery shelves with brownies grouped in boxes of 100’s and 10’s. It is the group’s job to count the brownies and figure out the totals for each picture. They can use a number line or they can use base ten blocks. Have each group come together for a sharing circle and show their totals and demonstrate how they reached the total. For IP give each child a paper copy black line master of groups in 100 and 10 to count and total. | | | | | |
| **Guided Practice:** Then group the class again and give each one of the groups a picture set of bakery shelves with brownies grouped in boxes of 100’s and 10’s. It is the group’s job to count the brownies and figure out the totals for each picture. They can use a number line or they can use base ten blocks – Encourage each group to try it both ways if time allows. | | | | | |
| **Independent Practice:** . For IP give each child a paper copy black line master ”Brownie Order” of groups in 100 and 10 to count and total. | | | | | |
| **Closing/Summarizing Strategy:** Sharing circle – . Have each group come together for a sharing circle and show their totals and demonstrate how they reached the total. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| EXTENSION: <http://nlvm.usu.edu/en/nav/topic_t_1.html>  Use the above link to show base ten models digitally with click and pull down base ten blocks. | | | * Using manipulatives * Having a partner to help you count | | | * objects * skip count * total * flat * rods |
| **Assessment(s):**  Teacher observation of group work, black line master brownie work sample | | | | | | |
| **Teacher Reflection:** (Next steps)  Mixed skip counting 100’s, 10’s, and 5’s | | | | | | |